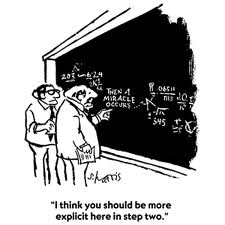
**Then a miracle occurs…..** [](http://www.google.com/imgres?q=then+a+miracle+occurs&hl=en&safe=active&sa=X&biw=1152&bih=696&tbm=isch&prmd=imvns&tbnid=bHFIyLBzxMlRAM:&imgrefurl=http://www.democraticunderground.com/discuss/duboard.php?az=show_mesg&forum=214&topic_id=113543&mesg_id=113549&docid=757s7YKARB7E7M&w=300&h=300&ei=zRGCTqXzEePniALbhZipDQ&zoom=1)

**District Coordinators Meeting: September 28, 2011**

**GUIDING QUESTION: How might we support our district initiatives—21st Century Model of Change, Graduation Matters Missoula, and academic achievement for all students--through collaboration with our building leaders and staff?**

**Long Term Target: Collaborate to develop a new way of thinking about district level support for teaching and learning in MCPS.**

**Short Term Targets:**

* **Clarify that the work of each member of the MCPS team must focus explicitly and intentionally on the major initiatives that support high achievement for all students**
* **Charge each coordinator with developing their personal SMART goals that clarify their individual and collaborative roles in support of high achievement for all students**

**AGENDA: Open discussion of roles and responsibilities of MCPS Coordinators in moving MCPS initiatives forward. Dr. Apostle**

**Fine Arts – John Combs**

* Exact number of students involved – demographic data on who they are?
* Music technology (WMS and BSHS programs)
* What can we do to hook students in who are not traditional band/choir/orchestra/art students
* Equalizing opportunities for students from low SES backgrounds (scholarships, programs in all schools)
* Alex asked John to put together a Missoula Festival of the Arts, two tiers:
  + Art series: the best MCPS has to offer
  + Involve the entire community in an event (4 days)

**Julie Hainline/Alanna Vaneps – Curriculum/Title I**

* Ran out of time, will share next time

**Nancy Marks – Professional Development**

* Look at different ways to access professional growth opportunities
* Professional learning needs to be a resource, not a place you go
  + Pull together people to create list of and place (virtual) for resources
  + Wiki
  + Connecting resources
  + Incentive and accountability systems
* Multi-modal (face to face; blended learning; online)
* People are critical – expertise of people on a team
* Supporting PLC model
  + Bring someone here to build awareness
  + Take this to a systemic level to create a culture of collaboration
* Learning about community resources in action –
* Karen – have all district coordinators focus on the PLC critical question: what do we want teachers to know and be able to do, etc. – across all grade-levels, content areas, all ability levels of students (advanced, benchmark, strategic, intensive)
* Alex – teachers need to be a part of the change effort, engaging staff and community is critical to our success
  + We trust our teachers to make good decisions about their professional learning
  + How do we correlate our professional learning so that it directly impacts the learning at the classroom level
  + Focusing all professional learning on the 3 major initiatives:
    - Student achievement for all (5 district goals)
    - Graduation Matters Missoula
    - 21st C. Model of Change
  + real change doesn’t come “top-down”; move away from telling teachers what they will learn
  + Mark: process for this
    - building leadership teams create SMART goals focused on 3 major initiatives
    - when measured where do we need assistance and focus
    - coordinators work with principals/staff to provide assistance
  + Julie – just in time professional learning, directly in the building, multi-modal opportunities (push in to buildings)
  + Alex – operating in a 100 year old model, not conducive to the promotion of change and improvement ask all staff to help us:
    - **ASK staff: how do we create a system where we create time so teachers can collaborate and do the important work?**
    - slow the day down? Extend the year? Think differently about relationships or our own personal needs, focus on goal of student achievement for all regardless of circumstances
    - Go to Denise Juneau with a plan for moving beyond the traditional school day/year – don’t wait for others to dictate to us how to make the change happen

**Virginia Haines/Kathleen Nerison – Special Education**

* all students can achieve
* thinking about how we can provide services differently
* many replacement courses at high school (and even middle school) level – best person to teach these courses are best core teachers, not special education teachers
* special education become more of a collaborative team with classroom teachers
* currently reactive based on external rules – rethink the way we provide services
* move away from silos, change titles of SPED, Curr/Title I, gifted ed coordinators to Directors of Student Support Services
* teachers are working to make changes and move forward
* our roles as working with “struggling” students are changing as we move toward PLCs and evolve in our thinking about the role of the special education teacher in providing support for teachers working with struggling students in the classroom regardless of identification
* hiring a special education instructional coach
* restructure to provide job-embedded professional learning with side-by-side coaching; intensive support for our teachers
* SMART goals – goals have always been part of the IEP process for writing student goals and progress monitoring, working on writing “smarter” goals
* Work with teachers to use data more effectively to work with teachers to write better goals for student learning
* 21st Century Team working on plan for assessing student needs for assistive technology
  + what is the right technology and being ready to assist the teacher/student in using the technology
* Alex – lead the direction rather than wait for OPI to get to this place – we want to be a district that leads, not hesitate, take a risk, push this
  + Bring people together
  + Move forward in the direction we need to move
  + Put a plan together including cost and what needs to happen
    - Cost
    - Professional development needed
    - Resources/tools/materials needed
* Create a culture where principals understand what we need to do
* Build the belief that ALL students can and will achieve
* Principals need to participate in the IEP process, we need to know if they are not participating
* Julie – we are a team as part of Teaching and Learning, all students are our students, model the work

**Shirley Lindburg – Gifted Education Services (COMPASS)**

* See handout
* Alex wants to see coordination with UM on comprehensive high school (IB, Academies, robotics, etc.)
* Supporting teachers with the resources and professional learning needed to challenge students, involving the community
* Ensuring all students have access to program, CoGAT given to ALL second grader throughout the district
* Spring conference at UM, only 350 kids – include opportunity for non-identified student to participate – expand the program
* Move students forward, finding where they are at and moving them forward from where they are whether benchmark, advanced, or not proficient (pre-assessment, differentiated instruction, flexible grouping based on need and topic)
* Initiatives will engage and challenge students when put into place at the classroom level
* Alex – challenge everyone of our students, raise standards for all students
* District coordinators need to work as a collaborative team regularly
* Heather – move gifted education coordinator position to an instructional coaching position focused on the PLC critical questions. Incorporate under the T&L Student Support Services Director umbrella.

**Plus/Delta Karen**

**Follow-up will include: (1) a more in-depth description of roles/actions by each coordinator and (2) SMART goals for each coordinator focused on the District initiatives.**